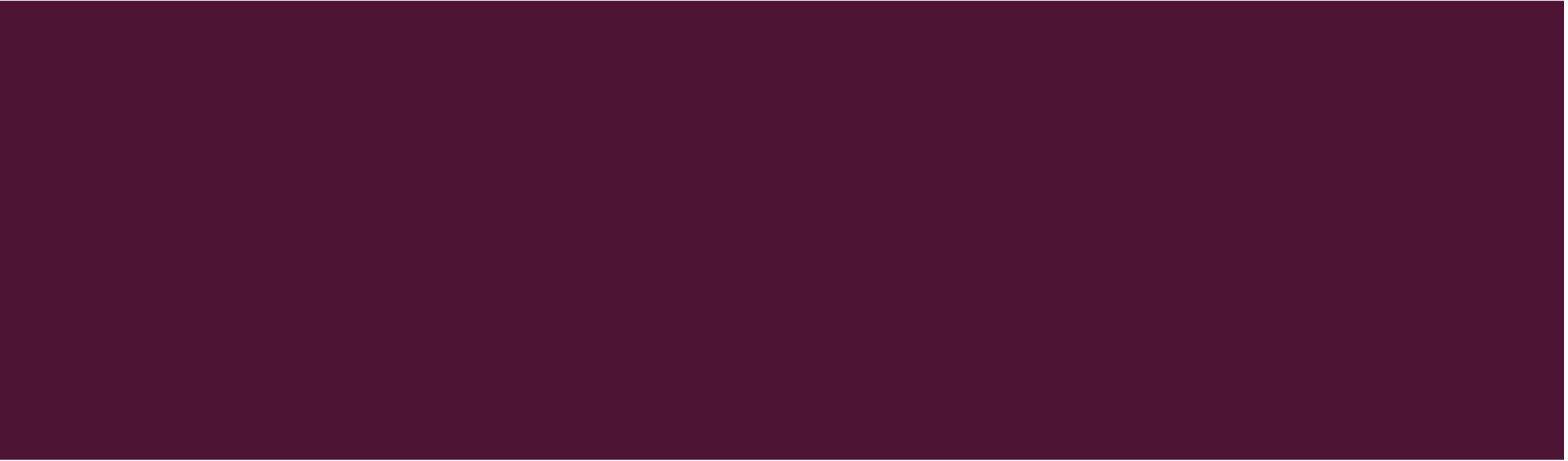

SCHOOLS OF PROMISE 2014 – OFFICE OF PUBLIC INSTRUCTION & HAYS LODGE POLE PARTNERSHIP



OPI PLANS AND CURRENT ACTIVITIES FOR SCHOOLS OF PROMISE

Schools of Promise began in 2010 through a federally funded School Improvement Grant (SIG). OPI had to identify the 5% lowest performing schools as eligible to participate. OPI was the grantee and provided direct services to the schools, unlike other states where districts applied for and received direct grants.

Originally seven schools were included in the unique partnership with OPI: Lodge Grass HS, Lame Deer HS, Frazer HS, Plenty Coups HS, Pryor K-6 and Pryor 7-8 (representing three reservations). Hays Lodge Pole was eligible but could not agree on terms of the Memorandum of Understanding. Lodge Grass HS was not included beyond first year and Lame Deer 7-8 was added in second year.

OPI placed four (and eventually five) staff members onsite – three were full time, most lived in the community. These included a Transformational Leader (leadership), Instructional Leader (teaching staff), School Board Coach (trustees), Community Liaison (students, families, tribes, etc.), Wraparound Facilitator (students).

Most successful elements: school board efficacy, improved leadership, establishment of strong school teams, improved instruction and assessment (particularly in core programs, interventions, industrial arts programs and physical education), better data collection and monitoring, more stable and engaging school climates, strong student voice and empowerment

New SOP in 2014-15 – Hays Lodge Pole High School!

WHAT HAVE WE LEARNED SO FAR?

- The change process ...
- Celebrate & celebrate early
- Bumps in the road – stay focused and talk it out
- Human capital
- Be mindful of collaborative nature at all times – teamwork and communication
- Capacity building
- All the efforts can and should work together (GEAR UP, 21st Century, other grants, etc.)
- Keep youth at the center and include them!

TRANSFORMATION MODEL REQUIREMENTS

Mandatory and optional components in each category:

- ▶ **Developing and increasing teacher and school leader effectiveness.**
- ▶ **Comprehensive Instructional Reform Strategies**
- ▶ **Increasing learning time and creating community-oriented schools**
- ▶ **Providing operational flexibility and support**

TRANSFORMATION MODEL REQUIREMENTS

Developing and increasing teacher and school leader effectiveness.

- ▶ (1A) Replace the principal who led the school prior to commencement of the transformation model. (Required and Completed Year 1)
- ▶ (1B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement. (Required)
- ▶ (1C) Identify and reward school leaders, teachers and other staff who have increased student achievement and / or high school graduation rates and remove those who, after ample opportunities to improve, have not done so. (Required)
- ▶ (1D) Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. (Required)
- ▶ (1E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model. (Required)
- ▶ (1F) *Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. (Optional)*
- ▶ (1G) *Institute a system for measuring changes in instructional practices resulting from professional development. (Optional)*

TRANSFORMATION MODEL REQUIREMENTS

Comprehensive Instructional Reform Strategies

- ▶ **(2A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. (Required)**
- ▶ **(2B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. (Required)**
- ▶ ***(2C) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. (Optional)***
- ▶ ***(2D) Implement a school wide response to instruction/intervention (RTI) model. (Optional)***
- ▶ ***(2E) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content. (Optional)***
- ▶ ***(2F) Use and integrate technology-based supports and interventions as part of the instructional process. (Optional)***
- ▶ ***(2G) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students. (Optional)***

TRANSFORMATION MODEL REQUIREMENTS

Increasing learning time and creating community-oriented schools

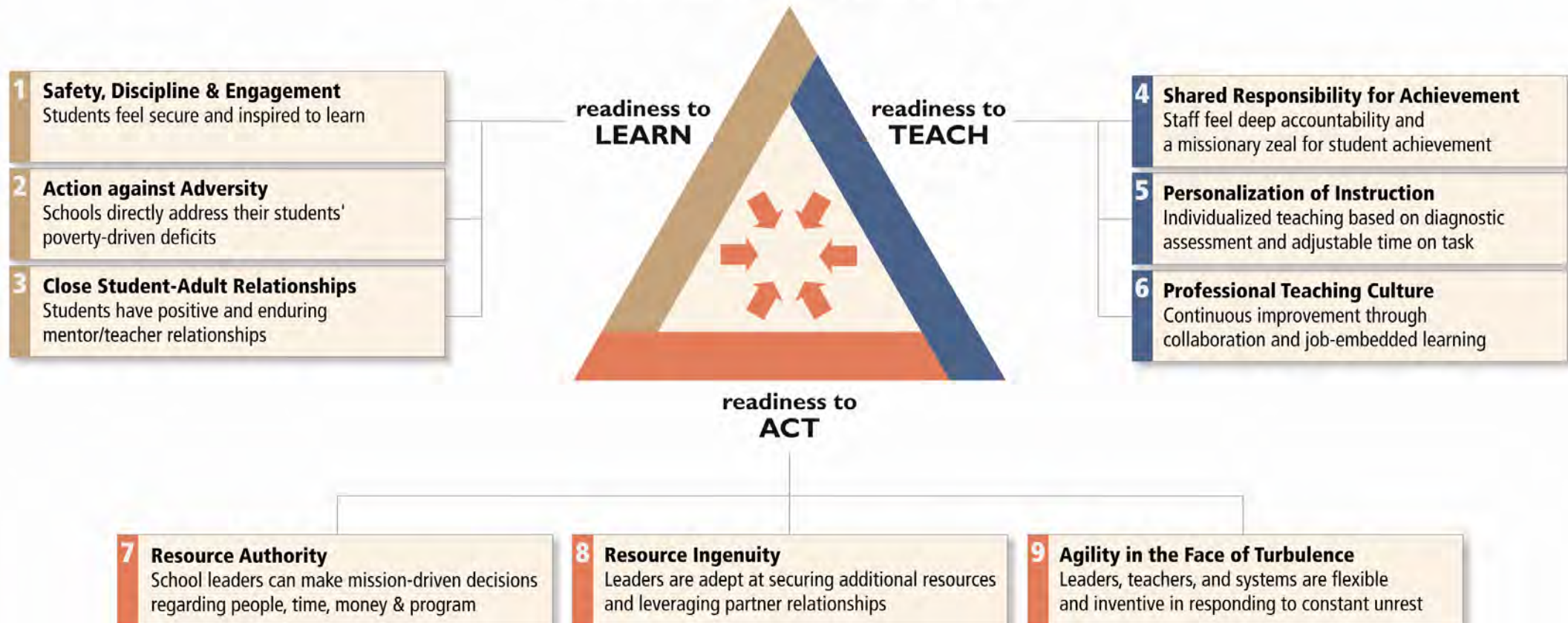
- ▶ **(3A) Establish schedules and strategies that provide increased learning time that significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development. (Required)**
- ▶ **(3B) Provide ongoing mechanisms for family and community engagement. (Required)**
- ▶ ***(3C) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organizations), and others to create safe school environments that meet students' social, emotional, and health needs. (Optional)***
- ▶ ***(3D) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff. (Optional)***
- ▶ ***(3E) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. (Optional)***

Transformation Model Requirements

Providing operational flexibility and support

- ▶ (4A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. (Required)
- ▶ (4B) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization. (Required)

HPHP READINESS MODEL



Source: MassInsight

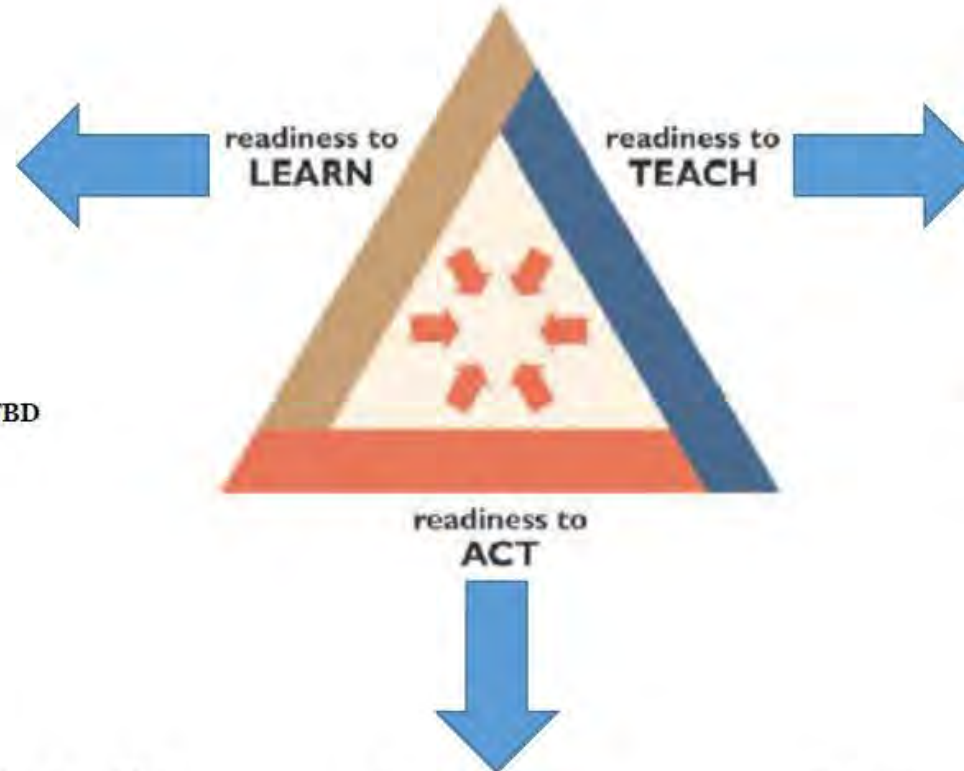
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Todd Hanson
School Board Coach

READINESS TO LEARN (STUDENTS, FAMILIES):

- ▶ National Native Trauma Center – building compassionate schools (Primary & Secondary Trauma)
- ▶ Increasing access to additional mental/emotional health supports – Wraparound Supports
- ▶ PE and Health Enhancement curriculum enhancement
- ▶ School connections through video conferencing and student exchanges
- ▶ Student/Family survey and focus groups
- ▶ Creation of student councils & student representation on all district committees
- ▶ Rewriting student handbooks, calendars, and policies with student input
- ▶ Addressing issues of school pride and climate – Montana Behavior Initiative
- ▶ Student incentive systems
- ▶ Youth Empowerment and student voice
- ▶ Media skills development and business development with real world preparation

READINESS TO ACT

(ADMINISTRATORS, SCHOOL BOARDS, SCHOOL BUSINESS OFFICERS/CLERKS):

- ▶ Parent/Community representation on all school committees
- ▶ Community survey and focus groups
- ▶ Attendance by community liaisons at all area, agency, organization meetings
- ▶ Coaching for school board on effective policies, procedures and practices all aimed at increasing student achievement
- ▶ Fiscal responsibility/accountability coaching for Superintendents/School Business Clerks/School Trustees from OPI staff during regularly scheduled conference calls
- ▶ Onsite leadership support, instructional leadership training (NISL) aligned to school improvement processes, and Montana-EPAS support

READINESS TO TEACH

(TEACHERS, PARAPROFESSIONALS, SUPPORT STAFF):

- ▶ Professional Learning Community training
- ▶ Professional development for Reading/Language Arts and math core programs & interventions
- ▶ Literacy strategies across content areas through CRISS, Writing as a Measure of Thinking, Rigor is NOT a 4 Letter Word and LEP/ELP strategies
- ▶ Differentiated Instruction strategies including assessments, service and project based learning, inquiry/ place based pedagogy, and a system approach to Multi-Tiered System of Support
- ▶ Teacher/principal evaluation tool (with student growth as factor)
- ▶ Summer school programming with academic + cultural + experiential emphasis
- ▶ Indian Education for All/culturally relevant instruction

LET'S ALL ROW IN THE SAME DIRECTION!

- BUY IN
- Communication
- Collaborative spirit

